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ABSTRACT

The Contemporary Health Series is intended to help teachers address critical health issues in their classrooms. It is designed to provide educators with the curricular tools necessary to challenge students to take personal responsibility for their health. This learning module, directed at middle school teachers, focuses on several health and family life topics. Seven lessons help students develop an understanding of specific behaviors they can practice to keep themselves healthy. Four health factors are addressed: nutrition; sleep; cleanliness; and physical activity. The seven lessons treat these factors as follows: (1) "Personal Health-Do I Care?" considers the importance of personal health; (2) "Food for Health" stresses the importance of good nutrition; (3) "The Land of Nod" explores the topic of sleep and helps students analyze personal sleep needs; (4) "Keep it Clean" provides basic hygiene education with a focus on hair, nails, and teeth; (5) "Get Physical, Get Healthy" emphasizes the importance of physical activity in terms of flexibility, muscle strength, and cardiorespiratory endurance; (6) "The Road to Fitness" teaches students to evaluate personal plans for fitness; and (7) "Fit for Fun" guides children in selecting appropriate activities they will enjoy. Each lesson incorporates approximate time required and instructional strategies (brainstorming, class discussion, cooperative learning groups, creative expression, pages suitable for overhead transparencies, roleplays, teacher lecture, and worksheets). (LL)

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CONTEMPORARY HEALTH SERIES

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INTO ADOLESCENCE:

Fitness, Health and Hygiene

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Fitness, Health and Hygiene

A Curriculum for Grades 5-8

Mary S. Garzino, MEd

Contemporary Health Series
Kathleen Middleton, MS, CHES, Series Editor

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EDITOR'S PREFACE
Contemporary Health Series

Health educators and practitioners know that prevention of health problems is far more desirable than treatment. The earlier the knowledge and skill to make healthful decisions are instilled, the greater the chance a healthful lifestyle will be adopted. School is the logical place in our society to provide children, adolescents and young adults the learning opportunities essential to developing the knowledge and skills to choose a healthful life course.

The **Contemporary Health Series** has been designed to provide educators with the curricular tools necessary to challenge students to take personal responsibility for their health. The long-range goals for the **Contemporary Health Series** are as follows:

Cognitive. Students will recognize the function of the existing body of knowledge pertaining to health and family life education.
Affective. Students will experience personal growth in the development of a positive self-concept and the ability to interact with others.
Practice. Students will gain skill in acting on personal decisions about health-related life choices.

Within the **Contemporary Health Series** there are two curricular divisions: *Into Adolescence* for middle school teachers and Entering Adulthood for high school teachers. The *Into Adolescence* modules focus on several different health and family life topics. Modules addressing puberty, AIDS, the family, self-esteem, reproduction and birth, sexual abstinence,

friendship, emotions, nutrition, fitness, consumer choices, the environment, violence and drug, alcohol and tobacco education have been developed by skilled author/educators.

Entering Adulthood modules address reproduction and contraception, responsibility, stress, depression and suicide, life planning, communication and self-esteem, AIDS and other STDs, relationships, sexual abstinence, fitness, body image, the environment, injury prevention and drug, alcohol and tobacco education.

All the authors are, or have been, classroom teachers with particular expertise in each of the topic areas. They bring a unique combination of theory, content and practice resulting in curricula which weave educational learning theory into lessons appropriate for the developmental age of the student. The module format was chosen to facilitate flexibility as the modules are compatible with each other but may stand alone. Finally, ease of use by the classroom teacher has driven the design. The lessons are comprehensive, key components are clearly identified and masters for all student and teacher materials are provided.

The **Contemporary Health Series** is intended to help teachers address critical health issues in their classrooms. The beneficiaries are their students, our children, and the next generation.

Kathleen Middleton, MS, CHES
Series Editor

INTRODUCTION

Good health is not just the absence of sickness or the prevention of disease. Good health involves operating at your best—with the mind, the emotions and all systems of the body working together smoothly. While mental/emotional and social health are extremely important components of total health, they are not the focus of this book. This module focuses primarily on physical well-being. Mental/emotional and social health issues are addressed in other modules of the Contemporary Health Series.

Preadolescence marks a period when young people are becoming more independent. They are motivated by their desire to look good, feel good and perform well. They are making choices about what they will do—often without consulting an adult. Unless they have the knowledge and skills to make responsible choices, problems can occur. So instruction in personal health is very important.

Habits established now may stay with students throughout their lives. Mounting research shows that health problems that occur in adulthood, such as coronary heart disease, have their roots in adolescence and maybe even childhood. A child's lifestyle at ten, twelve or fourteen may affect much more than immediate health status. Young people need to learn what good health habits are and begin to establish these habits early in life.

Overview

The lessons in this module help students develop an understanding of specific behaviors they can practice to keep themselves healthy. Four health factors are addressed: nutrition, sleep, cleanliness and physical activity.

The first lesson considers the importance of personal health. Students then learn the importance of good nutrition to health. They learn about the four food groups, nutrients, variety and moderation in eating. They learn which food choices will give them the nutrients they need and which food choices contribute little to their health.

In the next lesson, students find out more about the topic of sleep. Although scientists still aren't quite sure why people need to sleep, experts are certain that we need sleep to stay healthy. Students learn how much sleep they need and generate solutions to sleep problems.

The fourth lesson focuses on cleanliness, particularly as it relates to teeth, skin, hair and nails. Because many pre-adolescent students are becoming aware of their appearance, this is the ideal time to provide basic hygiene instruction. Students review cleanliness habits and learn how these habits contribute to good health.

In the next lesson, students learn about the importance of physical activity. They discover that there are three important aspects of physical activity—flexibility, muscle strength and cardio-respiratory endurance. Different types of activity contribute to fitness and health in different ways.

Physical activity in general plays a key role in health. Exercise helps strengthen the heart, lungs, muscles, bones and blood vessels. Recent evidence indicates that America's children are less fit than children of earlier generations, so it is important to emphasize physical activity to youngsters without preaching.

Many children who are *not* overweight reflect our society's obsession with body image—developing a "fear of fatness" even at very young ages. Restricting the food intake of a growing child should be avoided. Children with weight concerns, whether real or imaginary, should be encouraged to burn calories in exercise and to eat a nutritionally adequate diet in moderation.

The last two lessons are designed to help children take action to become more fit by doing things they enjoy. Students make plans to become more fit and develop ideas for physical activity records they would like to work on. The teacher's role here is critical—to guide children in selecting appropriate activities that they will enjoy.

Although this module serves as a general introduction to personal health, it emphasizes the importance of physical fitness to good health. Other modules in the Contemporary Health Series offer more information about specific health content areas. Modules for middle school students (grades 5-8) include *Into Adolescence: Actions for Wellpower,* an overview that includes the mental/emotional and social aspects of health, and *Into Adolescence: A Menu for Good Health,* a module on nutrition.

Objectives

Lesson 1	*Personal Health—Do I Care?*	■ Students will be able to identify four factors that have an impact on health.
Lesson 2	*Food for Health*	■ Students will be able to classify foods into the four food groups.
		■ Students will be able to list the daily recommended number of servings from each food group.
Lesson 3	*The Land of Nod*	■ Students will be able to explain the importance of sleep for good health.
		■ Students will be able to analyze personal sleep needs.
Lesson 4	*Keep It Clean*	■ Students will be able to describe rules of thumb for keeping teeth, skin, hair and nails clean.
Lesson 5	*Get Physical, Get Healthy*	■ Students will be able to describe how three types of fitness activities contribute to good health.
Lesson 6	*The Road to Fitness*	■ Students will be able to evaluate personal plans for fitness.
Lesson 7	*Fit for Fun*	■ Students will be able to list ideas for having fun while being physically active and getting fit.
		■ Students will be able to evaluate suggestions for physical activity in terms of safety, convenience, cost and effectiveness in promoting fitness.

Time

The time indicated for each lesson is an approximate measure, based on a 45-50 minute class period. The actual time required to complete all activities in a given lesson will vary, depending on student interest and ability. Lessons that will probably require more than one class period to complete are indicated.

Instructional Strategies

This module incorporates a variety of instructional strategies designed to develop and maintain student interest and motivation. Some strategies are traditional, while others are more interactive, encouraging students to help each other learn. The specific strategies used in each lesson are clearly identified. An alphabetical list of instructional strategies and their descriptions follows:

- Brainstorming
- Class Discussion
- Cooperative Learning Groups
- Creative Expression
- Overhead Transparencies
- Roleplays
- Teacher Lecture
- Worksheets

Brainstorming

Brainstorming is used to stimulate discussion of an issue or topic. Students are asked to give their ideas and opinions without comment or judgment from the teacher or other students. Ideas can be listed on the board, on butcher paper or newsprint or on a transparency. Brainstorming should continue until all ideas have been exhausted or a predetermined time limit has been reached.

Class Discussion

A class discussion led by the teacher is one of the most valuable strategies used in education. It can be used to initiate, amplify or summarize a lesson. Most of the lessons in this module include some form of class discussion.

Cooperative Learning Groups

Cooperative learning is one of the most common and effective strategies used in this module. Students work in small groups to disseminate and share information, analyze ideas or solve problems. The size of the group depends on the nature of the lesson and the make-up of the class. Groups work best with two to six members.

Group structure will affect the success of the lessons. Groups can be formed by student choice, random selection or a more formal, teacher-influenced process. Groups seem to function best when they represent the variety and balance found in the classroom. Groups also work better when each student has a responsibility within the group (reader, recorder, timer, reporter, etc.).

While groups are working on their tasks, the teacher should move from group to group, answering questions and dealing with any problems that arise. At the conclusion of the group process, some closure should take place.

Creative Expression

Asking students to write, draw or make collages about topics they are studying integrates language arts, fine arts and personal experience into a lesson. This technique can be used as a follow-up to most lessons.

Overhead Transparencies

Overhead transparencies are an effective visual aid to use in presenting information and graphic examples. Most of the lessons in this module provide teacher resources that can be used as transparencies.

Roleplays

Roleplays are highly motivating activities for students because they actively involve students in learning desired concepts or practicing certain behaviors. Students act out or act as if they are in a specific situation. Sometimes they are given a part to play, and other times they are given an idea and asked to improvise. Allow students time to decide the central action of the roleplay situation and how the roleplay will end.

Teacher Lecture

A traditional teacher lecture disseminates information directly from the teacher to students. In some lessons, this approach is the best way to provide information. Generally, this method is combined with other methods to assure high-level motivation and learning.

Worksheets

All the lessons in this module include worksheets. Students may be asked to complete the worksheets individually or in cooperative learning groups. Some worksheets include an activity to be completed outside of class. Completed worksheets should generally be reviewed with the whole class to provide relevant and timely feedback.

Teacher Responsibilities

As with other sensitive topics, the teaching of this module must be approached carefully. Teachers must understand the maturity level of individual classes and be able to adjust lesson activities and content accordingly. Teachers should make efforts to involve students' family members at every opportunity.

The classroom atmosphere is critical to the success of teaching personal health behaviors. Teachers can help build self-esteem in their students by establishing supportive classroom conditions and groundrules. If possible, for discussions involving the whole class, seating should be arranged in a circle or horseshoe style so all students can see their classmates. These seating arrangements promote a more relaxed environment. If you choose, students can participate in formulating class groundrules. Here are some suggestions:

- Treat each other with respect and courtesy.
- Listen carefully to others.
- Allow others to speak without interruption.
- Be supportive of others—no put-downs allowed.
- You have the right to pass in any discussion or activity that involves personal opinions, feelings or experiences.

Evaluative Methods

Each lesson provides the teacher with one or more methods for evaluating student performance on stated objectives. The methods are listed following the Procedure section of each lesson. Evaluative methods include analysis and comment on worksheets and other written materials, as well as observation of individual responses.

It is impossible to objectively, quantitatively or qualitatively measure the development and maintenance of personal health habits, and it is inappropriate to grade student work that is reflective of individual feelings, beliefs or behaviors. Therefore, the evaluation methods serve as tools to assess students' participation and cognitive learning from each lesson.

LESSON 1

PERSONAL HEALTH—DO I CARE?

Objective

Students will be able to identify four factors that have an impact on health.

Time

One class period.

Overview

In this lesson, students learn that nutrition, rest, exercise and cleanliness are all important to health. Students participate in roleplays to explore how these four factors affect health. Students discuss the roleplays and summarize their findings on a worksheet.

Instructional Strategies

Class discussion, cooperative learning groups, roleplays, worksheets.

Teacher Materials and Preparation

HAVE:

✓ Chalk and chalkboard.

COPY:

✓ **In a Nutshell** worksheet, one for each student.

✓ **Circles of Health** worksheet, one for each student.

PREPARE:

✓ Select five students to present the **Cool People** roleplay to the class. *Note:* Take care in selecting roleplay participants. For example, do not select a child who is overweight to roleplay Student #3.

Procedure

■ Set the stage for the lesson by telling students that today they'll be starting a unit to learn how to stay healthy. But rather than talking about health, they're going to start out by discussing what it takes to be *cool*.

Note: Substitute whatever word your students use to describe someone who is admired by others. For the sake of consistency, the word *cool* has been used throughout the lesson.

Write the word COOL on the chalkboard. Ask students what the word means. Ask students what makes someone cool.

Have the students you have selected participate in the **Cool People** roleplay. One at a time, lead student actors through the roleplay. At each *observation point* ask students what they noticed. Write the major observations on the chalkboard.

■ When the roleplay and observations are completed, ask students to come up with one simple *positive* guideline for each of the four health factors. Stress that the guidelines should be positive. Help students rephrase the guidelines, if necessary. For example, a statement such as "It's hard to be cool when you're tired" can become "Cool kids get enough rest."

Examples of other positive statements include:

- Cool kids eat regularly or eat nutritious foods.
- Cool kids get enough exercise.

- Cool kids keep themselves clean.

Write the positive statements on the chalkboard. Be sure students create a positive statement for each of the four health factors—nutrition, rest, exercise and cleanliness.

■ Ask students to define the word *habit*. Ask them for some examples of habits.

Help students understand the concept of habit. Explain that when we do something for the first time, we usually have to think about what we're doing. After we've done the same thing ten or twenty times, it starts to become automatic. We say we are developing a habit.

Some habits help us stay healthy, but other habits can hurt health. Ask students for a few examples of habits that can hurt health. Explain that because health is so important, it is essential to develop habits that help us stay healthy. Nutrition, rest, exercise and cleanliness are four important health habits.

■ Ask students to define the word *healthy*. Accept several definitions. Explain that healthy means something different to each person. Suggest that healthy people are people who are living life at its best. Physically, their bodies are in good shape and without disease. Mentally, they have a positive outlook on life.

Discuss why good health is so important. Answers may include:
- You feel good.
- You look good.
- You can do more things than people who are not healthy.

Go back to the positive statements written on the board earlier. Change the word *cool* to *healthy* each time it appears.

■ Tell students that many things affect health. We have very little control over some things—like health problems we were born with. However, there are other things we can control. Remind students that four important things we can control are nutrition, exercise, rest and cleanliness. Tell students that good health habits in each of these areas can help us be healthy.

Divide the class into groups of four or five students. Distribute the **In a Nutshell** worksheet. Have students work with their groups to

complete the worksheet.

When groups have completed the worksheet, ask each group to report the statement they wrote for each health habit. If time allows, ask for volunteers to share their ideas on why they want to stay healthy. Collect the worksheets to review. (If possible, incorporate the ideas from the worksheets into the next four lessons.)

■ Summarize the lesson by saying that in the next several lessons, students will be learning how to improve their health habits.

Evaluation

Distribute the **Circles of Health** worksheet. Have students write one of the four factors that affect health in each circle. Review the worksheets to assess each student's ability to identify the four factors.

Follow-Up/ Extension

Ask students to notice each time they hear or see the word *health*. When they notice the word, they should note who mentioned it or where it was written. Then have students think about why the word was used:

- Was someone trying to teach people about health?
- Was someone trying to sell something?
- Was someone trying to persuade the listener or reader to think differently?

As a class, collect a list of health statements. Help students realize that because so many Americans are concerned about their health, many advertisers use the word *health* to try to sell products.

TEACHER

Cool People

Directions: Choose five students to participate in the roleplay. Begin by telling all five students to act *cool.* Then one by one give specific instructions to each of the five students. Stop at the observation points to discuss the students' actions with the class.

Student #1

While the student is acting cool, tell him or her that he or she had only four hours of sleep last night. How does the student act now?

Observation Point: Ask other students what they noticed.

Possible Observation: ***It's hard to be cool when you're tired.***

Student #2

While the student is acting cool, suggest that he or she hasn't eaten since last night and is very hungry. How does he or she act now?

Observation Point: Ask other students what they noticed.

Possible Observation: ***It's hard to be cool when you don't eat well.***

Student #3

While the student is acting cool, say, "You don't get much exercise, and you're really out of shape." How does he or she act now?

Observation Point: Ask other students what they noticed.

Possible Observation: ***It's hard to be cool when you're out of shape.***

Students #4 and #5

While student #4 is acting really cool, tell Student #5 to imagine he or she really admires Student #4. How would they talk to one another?

After about 20-30 seconds of interaction, say: "Student #5, all of a sudden you discover that Student #4 hasn't taken a bath or washed his or her hair for a week. How do you act now?" Let the two students interact for another 15-20 seconds.

Observation Point: Ask other students what they noticed.

Possible Observation: ***It's hard to be cool when you're not clean.***

STUDENT

In a Nutshell

Directions: With your group, complete each of the following unfinished sentences.

1. I think eating well helps your health because...

2. I think getting enough rest helps your health because...

3. I think keeping yourself clean helps your health because...

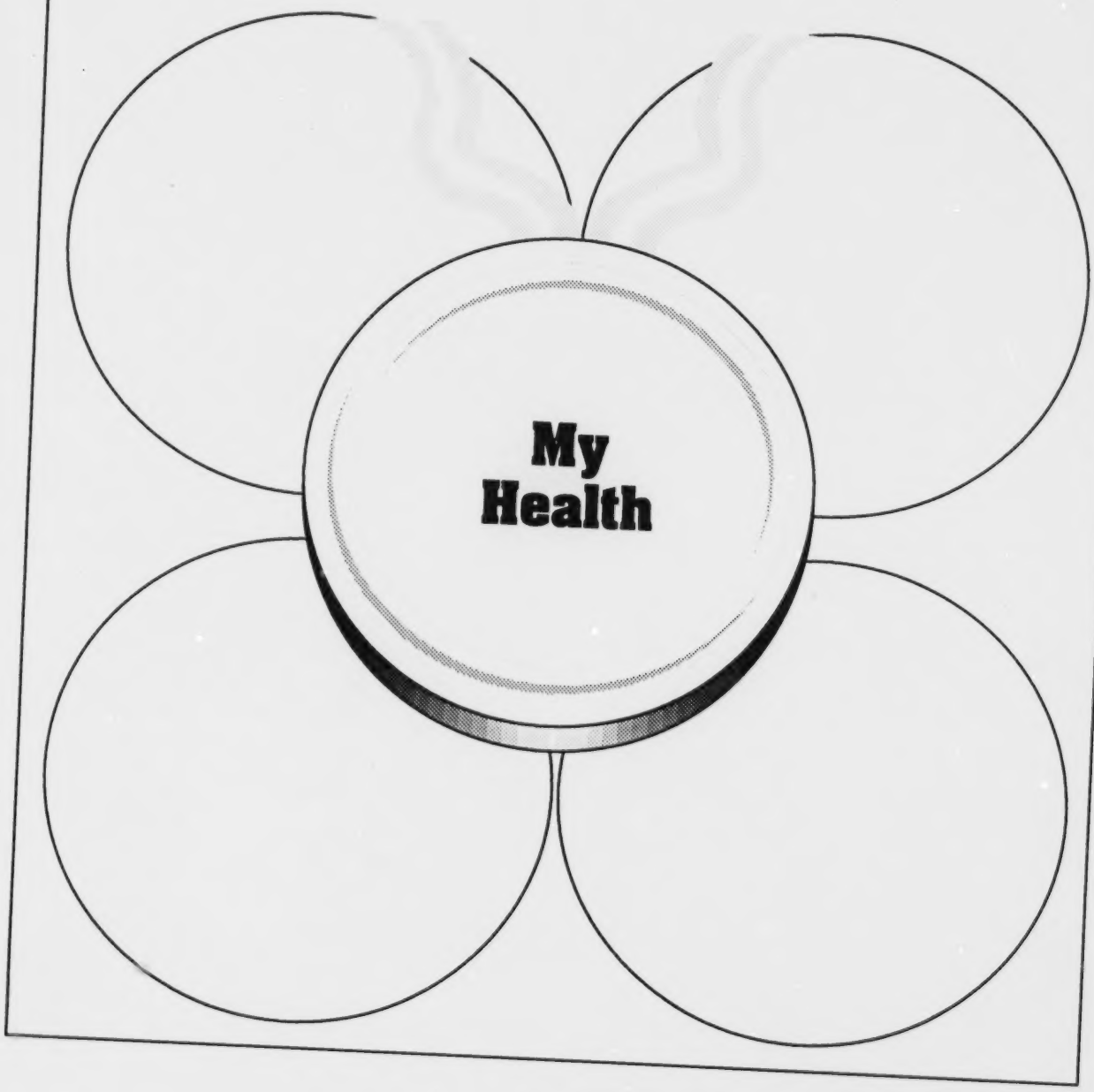
4. I think getting enough exercise helps your health because...

5. I want to stay healthy because...

STUDENT

Circles of Health

Directions: Health is affected by many factors. But there are four factors that are especially important. In each of the circles below, write the name of one of these four important health factors.



LESSON
2

FOOD FOR HEALTH

Objectives

Students will be able to classify foods into the four food groups.

Students will be able to list the daily recommended number of servings from each food group.

Time

One or two class periods.

Overview

In this lesson, students learn some simple principles of nutrition. They also learn that nutrition affects health. After a mini-lecture, students practice classifying foods into four food groups. They evaluate whether they are eating enough servings from each food group. Then in small groups, they complete a worksheet on combination foods. They learn about low-nutrient "extras" or "others." Finally, they write down three things they can do to make sure they eat well.

Note: One lesson cannot provide a comprehensive look at nutrition. For additional information on nutrition, see another module in the Contemporary Health Series, *Into Adolescence: A Menu for Good Health* (1991), also available from ETR Associates/Network Publications.

Instructional Strategies

Cooperative learning groups, creative expression, teacher lecture, worksheets.

Teacher Materials and Preparation

HAVE:

- ✓ Overhead projector.
- ✓ Transparency marker.
- ✓ Colored markers or crayons (optional).

COPY:

- ✓ **One Step Beyond** worksheet, one for each student.
- ✓ **Nutrition Circle** worksheet, one for each student.

MAKE:

- ✓ Transparency of **Circles of Health** worksheet (from Lesson 1).
- ✓ Transparencies of **What's My Food Group? I-IV**.
- ✓ Transparency of **Daily Nutrition**.
- ✓ Transparency of **Nutrition Basics**.

PREPARE:

- ✓ **Food Cards**, one for each student. Cut out and paste each food on a 3 x 5 index card or write each of the foods on an index card. Do not duplicate foods. Try to have an equal number of cards from each food group.

REVIEW:

- ✓ Students' answers to the first and last question on the **In a Nutshell** worksheets from Lesson 1 (optional). Select several of the reasons students gave for wanting to be healthy as well as reasons they think nutrition is important to health.

Procedure

■ Review Lesson 1 with a blank transparency of the **Circles of Health** worksheet. Ask students to name the four factors that affect health. Write the name of each of the factors in a different circle. *Optional:* Mention several of the reasons students gave for wanting to be healthy from the **In a Nutshell** worksheets.

Tell students they'll be learning more about each of these four factors, starting with nutrition. *Optional:* Point out that in the first lesson you asked students why they thought nutrition played a role in good health. Without revealing names, share several reasons from the **In a Nutshell** worksheets.

■ Ask students to define the term *nutrients*. If students are unfamiliar with this term, ask them if they've ever heard of *protein, vitamins, carbohydrates, calcium,* etc. Explain that these terms are examples of nutrients. Nutrients are substances that the body needs to stay healthy; they are found in food.

Tell students that foods are commonly classified in four food groups. Ask students to name the groups (milk and cheese, meat/protein, fruits and vegetables, breads and cereals). Tell students they are going to learn more about the foods in each group.

■ Show students each of the four **What's My Food Group?** transparencies, one at a time. Cover the bottom half of each transparency as you show it. Have students read each clue and identify the food group if they can. Write in the correct food group (Food group I—milk and cheese; II—meat/protein; III—fruits and vegetables; IV—breads and cereals). Then reveal the rest of the transparency.

As you talk about each food group, ask students to suggest other foods that belong in it. Point out that each food group contains several nutrients and helps the body stay healthy in many ways. However, only a few key nutrients are listed on the transparency, and only one health function is listed for each food group.

■ Distribute one **Food Card** to each student. Explain that each student has a card with the name of a food from one of the four food groups. Other students in the room also have cards with foods from that group. Tell students to find all the other members of their food group. When they've found each other, they should sit down together.

Once groups have identified themselves, ask each group member to name two additional foods from his or her food group. Have each group make a list of these additional foods. Have each group select a spokesperson to identify each student in the group by food name and read the group's list of additional foods to the class.

■ Explain that all foods in the same food group are good sources of the same nutrients. However, some foods are better sources of a nutrient than others. For example, both orange juice and carrots are in the fruits and vegetables group. But orange juice is a better source of vitamin C than carrots, and carrots are a better source of vitamin A than orange juice.

Tell students that experts say it's very important to eat a wide variety of foods from all food groups. Ask them why they think experts make that suggestion.

Be sure students understand that variety not only makes meals interesting but also makes it easier to get all the nutrients our bodies need. Different foods within each group are good sources of different nutrients.

■ Show students the **Daily Nutrition** transparency. Review the minimum recommended daily servings listed on the transparency.

Ask students to think about what they ate yesterday: Did they get three or four servings from the milk and cheese group? Ask students if they had the minimum number of servings from the other three food groups.

■ Tell students that there are foods that do not belong in only one of the four food groups. Ask students what food group they'd put pizza in and why. Allow several students to respond. Explain that some foods, like pizza, are made up of foods from more than one food group. We call these foods *combination foods* because they're a combination of more than one food group.

Ask students for examples of combination foods. Distribute the **One Step Beyond** worksheet. Help students understand that pizza contains:

- cheese from the milk and cheese group
- possibly sausage, pepperoni or anchovies from the meat/protein group
- tomato sauce and possibly green peppers, onions, mush-

rooms, etc., from the fruits and vegetables group
- crust from the breads and cereals group

Have students write each of the foods contained in pizza under the correct heading. As a class, complete the next four examples. Tell students to write their favorite combination food on the last line. Have students work individually or in pairs to identify the components of their favorite combination food. Ask for volunteers to share their favorite combination foods with the class.

Ask students why combination foods are good ways to get nutrients. Explain that combination foods contain the same nutrients found in the four food groups. Combination foods count toward the daily recommended number of servings.

■ Explain to students that there are six categories of foods. Five of them—foods in the four food groups and the combination foods—are nutrient-rich foods. These foods give our bodies the nutrients they need to stay healthy.

There is one other category of foods. Write the following list on the board, and ask students to tell you what these foods have in common:

- POTATO CHIPS, CORN CHIPS
- COOKIES
- SOFT DRINKS
- SALAD DRESSING
- CANDY
- CAKE, PIE

Accept several students' answers. Be sure students understand that all of these foods are low in nutrients. They are called *extras* or *others*. These foods don't hurt health if they are eaten once in while. But if these are the main foods students eat all day—day after day—their bodies may not be getting the nutrients they need to stay healthy.

Emphasize that the most important thing to remember about these extra foods is that they should be eaten in moderation (if at all). That means eat small amounts, once in a while, rather than all the time.

■ Show students the **Nutrition Basics** transparency, and review the three principles of good nutrition.

■ Distribute the **Nutrition Circle** worksheet and colored markers or crayons (optional). Have students write the names of the four food groups in the four sections of the circle and fill in the number of servings needed each day from each group.

Then have students draw a picture of one food from the food group in each section. On the back of the worksheet, have students write one action they could take to improve their nutrition and eating habits.

Evaluation

Review student responses on the **Nutrition Circle** worksheet to evaluate student ability to identify foods from each food group and the recommended number of daily servings from each group.

Follow-Up/ Extension

Variety is an important part of good nutrition. As a class, have students determine how many different foods they have eaten collectively in a day. Make six columns on the chalkboard:

MILK AND CHEESE GROUP
MEAT/PROTEIN GROUP
FRUITS AND VEGETABLES GROUP
BREADS AND CEREALS GROUP
COMBINATION FOODS
EXTRAS/OTHERS

As students name foods they have eaten, have them classify the foods into one of the groups. Write the food in the correct column on the chalkboard. Count up the total number of foods eaten in each group.

Students might continue this activity independently by finding out:

- Which food was eaten by the most people?
- What percentage of the total number are foods from the breads and cereals group?
- What color food was most often listed on the board?

Ask students to bring in a nutrition label from home. Talk them through the information on the label and ask them how they might use this information in selecting foods. Answers might include:

- Look for the food with the most nutrients.

- Find out how many servings are in the package.
- Compare foods to see which has the least sugar, sodium, fat, etc.

TEACHER

What's My Food Group?

I

Clue: Every food in this group starts out as a liquid although some become solid. Good source of calcium, riboflavin and protein.

Group: _____

Foods

milk
cheese
yogurt
ice cream
ice milk

Nutrients

calcium
riboflavin
protein

Health Benefit

helps keep bones and teeth strong

TEACHER

What's My Food Group? II

Clue: Some foods come from animals and some from plants. Good source of protein, iron, niacin and thiamine.

Group: _____

Foods

meat
fish
poultry
eggs
peanut butter

Nutrients

protein
niacin
iron
thiamine

Health Benefit

helps build strong muscle, bone and blood cells

TEACHER

What's My Food Group?

III

Clue: These foods may grow on trees or bushes. Some even grow underground. Good source of vitamins A and C.

Group: _____

Foods

fruits and vegetables
- fresh
- frozen
- canned
- dried
- juices

Nutrients

vitamin A
vitamin C

Health Benefit

helps wounds heal and helps you see in the dark

TEACHER

What's My Food Group? IV

Clue: These foods are the staples of life. Good source of carbohydrate, thiamine, iron and niacin.

Group: _____

Foods

bread
cereal
rice
crackers
muffins

Nutrients

carbohydrate
thiamine
iron
niacin

Health Benefit

supplies the body with energy

TEACHER

Food Cards

Directions: Cut apart and paste each food on a 3 x 5 index card.

Milk and Cheese Group	Meat/Protein Group	Fruits and Vegetables Group	Breads and Cereals Group
American cheese	beef	apple	tortilla
cottage cheese	pork	banana	rye bread
chocolate milk	chicken	cauliflower	bagel
lowfat milk	eggs	carrot	English muffin
yogurt	fish	squash	blueberry muffin
frozen yogurt	peanut butter	grapes	corn flakes
ice cream	almonds	watermelon	saltines
ice milk	dried peas/beans	green beans	grits
milk	turkey	potatoes	hamburger roll
nonfat milk	ham	orange juice	rice

TEACHER

Daily Nutrition

Minimum Number of Daily Servings

Milk and Cheese Group:	3 servings *(age 10 and younger)* 4 servings *(age 11 through 24)*
Meat/Protein Group:	2 servings
Fruits and Vegetables Group:	4 servings
Breads and Cereals Group:	4 servings

Note: These are the minimum number of recommended servings. Some people need more food than this.

STUDENT

One Step Beyond

Directions: Write each of the different foods contained in the following combination foods under the headings for the current food groups. Then write in your favorite combination food and identify each of the foods in it by food group.

	Milk and Cheese	Meat/ Protein	Fruits and Vegetables	Breads and Cereals
Pizza				
Ham and Cheese Sandwich				
Spaghetti and Meatballs				
Cheese and Mushroom Omelette				
Chicken Taco				
Your favorite combination food: _____ _____ _____				

TEACHER

Nutrition Basics

- ● Eat foods from all four food groups each day. Don't skip one or more groups.

- ▲ Eat a variety of foods. Don't eat the same foods day after day.

- ■ Eat sensible portions—not too much, not too little. Be aware of the portions of extra foods you eat.

STUDENT

Nutrition Circle

Directions: Write the name of one of the four food groups in each section of the circle. Fill in the number of servings needed each day from each group. Then draw a picture of one of the foods in the food group in each of the sections. On the back of the circle, write one action you could take to improve your nutrition.

LESSON 3

THE LAND OF NOD

Objectives

Students will be able to explain the importance of sleep for good health.

Students will be able to analyze personal sleep needs.

Time

One class period.

Overview

In this lesson, students learn that sleep plays an important role in staying healthy. Students first complete a personal sleep assessment. After a class discussion, students read about sleep, then work in cooperative learning groups to evaluate the reading.

Instructional Strategies

Class discussion, cooperative learning groups, creative expression, worksheets.

Teacher Materials and Preparation

HAVE:

✓ Colored markers or crayons (optional).

COPY:

✓ **Sleep Survey,** one for each student.
✓ **All About Sleep** worksheet, one for each student.
✓ **Exploring Sleep** worksheet, one for each student.
✓ **Sleep Circle** worksheet, one for each student.

Procedure

■ Read the following poem:

I don't want to go to the land of Nod,
I don't want to hit the hay,
I don't want to see the sandman,
I want to do things my *way.*

I don't want to go to dreamland,
And shut-eye is a bore,
I have no use for blanket-drill,
I'm twelve years old, not four!

If Mom can stay up till midnight,
I want to know, "Why can't I? "
She never explains, but each night at ten,
She says to go "beddy-bye."

Ask students to speculate about what the poem has to do with today's lesson. (You may want to list terms that refer to sleep, such as Land of Nod, blanket-drill, shut-eye, etc., on the chalkboard.) Explain to students that today they'll be learning about the role of sleep in staying healthy.

■ Distribute the **Sleep Survey**. Allow students time to complete it. When they are done, discuss the survey.

Explain that students their age need about nine to twelve hours of sleep each night. Ask students the following questions:

- How many slept nine to twelve hours?
- How many slept more hours?
- How many slept fewer hours?

See who in the class holds the record for each of the following activities:

- staying up the latest
- getting up the earliest
- the most continuous hours awake
- the most hours asleep

Point out that there is a record for sleeplessness. According to the *Guinness Book of World Records,* the longest recorded period for which a person has voluntarily gone without sleep is 453 hours, 40 minutes. This record was set by Robert McDonald of California in a rocking chair from March 14 through April 2, 1986. Have a volunteer calculate the number of days that represents.

Discuss the remaining questions on the survey. Help students generalize that they do not perform at their best when they're tired and that adequate sleep is important.

Ask students, "How do you know when you are tired?" Help students articulate the physical cues they experience when they are getting tired. Help them generalize that when they start feeling sleepy, it means they need to rest.

■ Distribute the **All About Sleep** worksheet. Ask students to read the information. Tell students to place a check next to the key ideas as they read.

Lead a class discussion of the information. Emphasize that scientists still have many questions about sleep. They know that people need sleep, even though they're not sure exactly how sleep helps the body stay healthy.

■ Divide the class into cooperative learning groups of three or four. Distribute the **Exploring Sleep** worksheet. Tell groups to work together to answer the questions. Circulate among the groups as they are working to answer any questions.

When most groups are done with the worksheet, discuss a few of the questions that students are most interested in.

■ To summarize the lesson, ask students the following question: If you were to go home tonight and tell someone in your family the most important things you learned today, what would you say?

Have students work in pairs to share their ideas. Then ask volunteers to share ideas with the entire class. If no one mentions the following, point out:

- The body needs to sleep to stay healthy and run smoothly.
- Scientists don't know all the reasons we need sleep, but they know we do.
- During sleep the body slows down and uses less energy. The extra energy builds new cells to replace old worn-out ones.
- Students their age need about nine to twelve hours of sleep a night.

■ Distribute the **Sleep Circle** worksheet and colored markers or crayons (optional). Have students draw a picture of one of the ways scientists think sleep helps the body stay healthy. On the back of the worksheet, have students write one action they will take to improve their sleep habits.

Evaluation

Evaluate responses on **Exploring Sleep** and **Sleep Circle** worksheets to assess students' ability to explain why sleep is important.

Have students keep a log of the number of hours of sleep they get each night for a week. In the log, students should indicate anything they noticed that related to how tired or energetic they felt each day. Then have students write a paragraph that analyzes their findings on the amount of sleep they personally need.

Follow-Up/ Extension

Have students survey adults, teens and other students to find out how much sleep they need to feel their best. Have them draw bar graphs to depict the amount of sleep each person needs. If possible, help students develop generalizations about the sleep needs of different age groups.

In **All About Sleep,** it is stated that among vertebrates, only birds and mammals dream. Have students select a bird or mammal (other than a human) and illustrate a dream the creature might have.

STUDENT

Sleep Survey

Directions: Answer the following questions about your sleep patterns.

1. How many hours did you sleep last night? ☐

2. How many hours do you usually sleep each night? ☐

3. What's the earliest you ever got up? ☐ Why did you get up that early?

4. What's the latest you've stayed up? ☐ Why?

5. What's the longest you've stayed awake? (continuous hours) ☐

6. If you don't get enough sleep, how do you feel the next day?

7. How can you tell you're getting sleepy?

8. Do you ever remember your dreams?

9. What do you usually dream about?

STUDENT

All About Sleep

Did You Know?

- Humans spend about one-third of their lives asleep.
- You can hear in your sleep. Your body screens out unimportant sounds. But if your body hears something important, it is able to respond.
- Among vertebrates, only reptiles, birds and mammals experience true sleep.
- The body has its own daily sleep/wake rhythm that helps it run smoothly. Most people have a sleep/wake rhythm that includes about eight to ten hours of sleep.

Why Do You Need to Sleep?

Scientists are not really sure why people need to sleep. But they do know a few things:

- When you don't get enough sleep, you feel tired. You may also
  - not be able to think clearly
  - feel less alert
  - develop a headache
  - feel crabby or nervous
  - have a hard time paying attention
  - get upset over small problems
  - find simple tasks to be difficult
  - not look your best
- When you get enough sleep, you seem to be able to learn better and remember more.
- Overall, your body runs more smoothly when you are rested.
- During sleep the body slows down. The temperature drops. The muscles relax. The heartbeat and breathing slow down.
- Because the body uses less energy for activities like breathing and temperature, it has spare energy to build new cells to replace old worn-out ones.
- Sleep restores energy to the body, particularly to the brain and nervous system.
- During sleep your pituitary gland works harder than normal. The pituitary gland produces growth hormone while you sleep.
- Sleep helps the body get ready for the next day. During sleep your body clears away the wastes that are left in your tissues during the day.

Levels of Sleep

Scientists think we go through five levels of sleep each night. They know about these levels by measuring people's brain waves while they're asleep. At each stage of sleep the brain waves change.

- Level 1 occurs when you first fall asleep.
- As your body moves from Level 1 to Level 2 to Level 3 to Level 4, you move into a deeper and deeper sleep.

- At Level 5, you experience a special type of sleep called REM or *Rapid Eye Movement.*

  During REM sleep your eyes move even though your lids stay shut. Your muscles are extremely relaxed. During REM sleep you dream.

Scientists think that dreams may be an important part of sleep. You have about four or five dreams a night, even if you can't remember them. Each dream lasts about five to ten minutes. When your dream is over you move back to a different level of sleep for a while.

We are not sure what dreams mean. Some people think their dreams carry important messages to them. Other people think dreams are a mish-mash of things that happened to them that day or in the past.

What do you think?

Even though reptiles sleep, they do not dream. Birds dream for only short periods of time. All mammals dream.

How Much Sleep Do You Need?

Different people need different amounts of sleep. Some adults need as little as four hours per night. Other people need as much as ten hours of sleep. On the average, adults need seven to eight hours of sleep each night to feel their best the next morning.

Children at age four need about ten to fourteen hours of sleep each night. People your age need about nine to twelve hours of sleep each night.

What if You Can't Sleep?

Some people have a hard time falling asleep. Others wake up in the middle of the night and can't get back to sleep. This problem is called *insomnia.*

There are many ways to help your body fall asleep. No one way works for everyone. But at least one of the following should work for you:

- Drink a glass of warm milk before bedtime.
- Lie in bed. Relax your body. Starting with your toes, tighten one muscle at a time. Then relax the muscle. Go on and tighten and relax each muscle in your body.
- Try reading. It helps to read something difficult or kind of boring.

STUDENT

Exploring Sleep

Directions: Work with your group to complete the following activities.

1. Use your responses to Question 2 of the **Sleep Survey** to figure out the average length of time the members of your group sleep.

   Average = ☐ hours

   The recommended amount of sleep for people your age is nine to twelve hours. Is your group within that average? Are you lower? Are you higher?

2. If the average person sleeps one-third of her or his life, how many hours does she or he sleep in one year? ☐ How many days does that equal? ☐

3. Your body screens out unimportant sounds during sleep but allows you to hear important sounds. Make a list of four or five important sounds you might hear at night.

4. REM (Rapid Eye Movement) sleep is the time when you dream. During REM sleep your eyelids are shut, but your eyes move up and back. One at a time, have each member of your group close his or her eyes and try moving the eyes with the eyelids shut. The rest of the group should watch.

   When everyone's had a chance to try it, write a sentence to describe how it looks when the eyes move with the eyelids shut.

5. Scientists think that dreaming is an important part of sleeping. Think about a vivid dream you have had that you'd be willing to discuss. Review the dream in your mind. Then give the dream a title and write the title in the space below:

   Now, one at a time, have members of your group share their dreams, if they wish.

6. Imagine your group writes the "Dear Sleepy" column in the newspaper. Read the letter you've received. Discuss the problem with your group and write an answer to the letter.

Dear Sleepy:

Sleeping is such a waste of time. I'd rather stay up and ride my bike, swim or read. My parents insist I get nine hours of sleep a night for my health. What does sleeping have to do with health anyway?

Night Owl in New York

STUDENT

Sleep Circle

Directions: In the circle, draw a picture of one of the ways sleep helps the body stay healthy. On the back of the circle, write one action you could take to improve your sleep habits.

LESSON 4

KEEP IT CLEAN

Objective

Students will be able to describe rules of thumb for keeping teeth, skin, hair and nails clean.

Time

Two class periods.

Overview

Students learn about the importance of keeping teeth, skin, hair and nails clean. After reviewing a set of questions related to cleanliness, students work in groups to consider one area of personal cleanliness. Each group prepares a class presentation on its subject. After the class presentations, students formulate one rule of thumb for each of the four topics. Students are also encouraged to choose one cleanliness habit they'd like to change and practice it for 21 days.

Instructional Strategies

Class discussion, cooperative learning groups, creative expression, teacher lecture, worksheets.

Teacher Materials and Preparation

HAVE:

- ✓ Overhead projector.
- ✓ **Circles of Health** transparency (from Lesson 2).
- ✓ Art supplies—posterboard, markers, crayons, magazines—for group presentations (optional).

COPY:

- ✓ **About Teeth** student information sheet, enough copies for one-fourth of the class.
- ✓ **About Skin** student information sheet, enough copies for one-fourth of the class.
- ✓ **About Hair** student information sheet, enough copies for one-fourth of the class.
- ✓ **About Nails** student information sheet, enough copies for one-fourth of the class.
- ✓ **Cleanliness Circle** worksheet, one for each student.

Procedure

■ Use the **Circles of Health** transparency to review the past three lessons. Explain that, so far, you've talked about two factors that affect health—nutrition and sleep. Ask students questions like:

- Why does your body need food to stay healthy? (Food supplies nutrients.)
- What are some simple guidelines to remember to eat well? (Eat the recommended number of servings from the four food groups; eat a variety of foods; eat sensibly-sized servings.)
- How does sleep keep you healthy? (During sleep the body builds new cells to replace old worn-out ones. Getting enough sleep also helps the body run smoothly and makes it easier to solve problems and learn new things.)
- How much sleep do students your age need? (About nine to twelve hours)

■ Set the stage for today's topic—cleanliness—by posing this question: What do you suppose would happen if we didn't keep this classroom clean? What if we just threw papers and food on the

floor? Responses might include:

- We'd attract bugs and mice.
- It wouldn't be a healthy place.

Explain that the same is true for the body. Although we might not attract bugs and mice, part of staying healthy is keeping clean. Point out the word *cleanliness* in the **Circles of Health** transparency.

Tell students that today's lesson on cleanliness focuses on four areas: teeth, skin, hair and nails. Divide students into four groups. Give each group enough copies of one of the four student information sheets (**About Teeth, About Skin, About Hair, About Nails**) for each student in the group to have one. Tell students to read and discuss the information with their group.

Tell groups they will each be responsible for presenting the information on their topic to the rest of the class. Encourage students to plan a creative presentation. Suggest that they use roleplays, radio skits, costumes, posters or drawings in their presentations.

Tell groups to be sure to include tips for cleanliness in their presentations. Allow the rest of the class period for groups to work on their presentations. Make posterboard, markers, crayons and magazines available to groups (optional).

■ Encourage class discussion after each group presentation. When all groups have completed their presentations, distribute the **Cleanliness Circle** worksheet. Tell students to write an easy rule of thumb in each quarter of the circle. Explain that the rule of thumb should be a tip that will help them remember the most important thing to do to keep that part of the body clean.

Tell students that many experts feel you must practice a behavior 21 times or for 21 days before it becomes a habit. Until a new behavior becomes a permanent habit, you need to remind yourself often to do it.

Have students pick one habit they'd like to change or improve and write it on the back of the worksheet. Encourage students to pick a simple habit—one that they can accomplish (e.g., brushing their hair each day or washing their faces with soap and water every morning).

Have students devise a way to remind themselves to practice the new behavior. Tell them to keep track of each time they do the new behavior. Ask them to notice if the habit becomes easier after 21 days.

Evaluation

Review student responses on the **Cleanliness Circle** worksheet for rules of thumb to maintain personal cleanliness.

About Teeth

Teeth are important for talking, for digestion and for your appearance.

Count the number of times your tongue touches your teeth when you say, "Do not be late for school." (Count both front and back teeth.) Your tongue should touch the teeth seven times. Now say the same thing without touching your teeth with your tongue. Without teeth, it's hard to talk clearly.

Wrap your lips around your teeth. Look at the other students in your group. See how people look when they have no teeth to support their jaws.

When you don't keep your teeth clean, a sticky invisible layer of bacteria, called *plaque,* builds up on the teeth. When you eat foods with sugar and starch (cereals, crackers and breads), they cause the bacteria in the plaque on your teeth to produce acid. This acid can eventually dissolve some of the enamel that covers and protects each tooth. After many attacks on the tooth, a cavity forms.

Periodontal disease is a disease of the gums and other tissues that support the teeth. It develops when you don't keep your teeth clean. If plaque isn't removed regularly by brushing and flossing, it hardens into something called *calculus.*

The calculus needs to be removed by a dentist or dental hygienist. If it's not removed, more plaque forms on top of the calculus. This causes the gums to separate from the teeth.

As the gums separate, pockets or spaces are formed. If these spaces become filled with bacteria, it is called *periodontal disease.* Periodontal disease can be serious. Adults lose more teeth because of periodontal disease than they do from cavities.

Tips for Clean Teeth

- ➡ Brush and floss at least once a day.
- ➡ Floss between the teeth and under the gumline.
- ➡ Gently brush the inside and outside of the teeth.
- ➡ Scrub the chewing surfaces of your teeth.
- ➡ Use a toothbrush with soft bristles. The soft bristles won't hurt your gums.
- ➡ Replace your toothbrush every three months, so broken bristles can't hurt your gums.
- ➡ Use a toothpaste with fluoride.
- ➡ Brush your tongue.
- ➡ See your dentist regularly. (Twice a year is very common.) Your dentist will clean your teeth and fix any small problems you have before they become big problems.
- ➡ Ask your dentist about sealants. Sealants are an invisible protective coating that can be put on your teeth to prevent cavities.

About Skin

Skin is the body's largest organ. Eleven year olds have about five pounds of skin—that's twice the size of the brain. All the skin we touch is dead cells. The live cells are growing beneath the surface.

The skin is important because:

- It keeps the body from drying out.
- It keeps dirt, germs and harmful sunlight out of the body.
- It keeps the body organs in place and at a constant temperature.
- It allows you to sweat.
- It's involved with our sense of touch.

It's important to keep your skin clean to minimize acne and to prevent odors. Acne is actually several skin problems, including blackheads, whiteheads and pimples. Acne is the major skin problem of teens. About three-quarters of people between the ages of twelve and eighteen have some skin problems.

As you become a teenager, your body starts producing more hormones—substances that help your body develop into an adult. As hormone levels rise, the oil glands in the body become more active. They produce a fatty substance called *sebum*.

Normally, sebum travels from the oil gland up to your skin. But sometimes the passageway from the oil gland to the skin gets blocked with sebum. If this happens, a blackhead, and possibly a pimple, forms.

Sweating is important. When you've been exercising or playing hard, your

body temperature rises. Sweating is the way your body gets a chance to cool down.

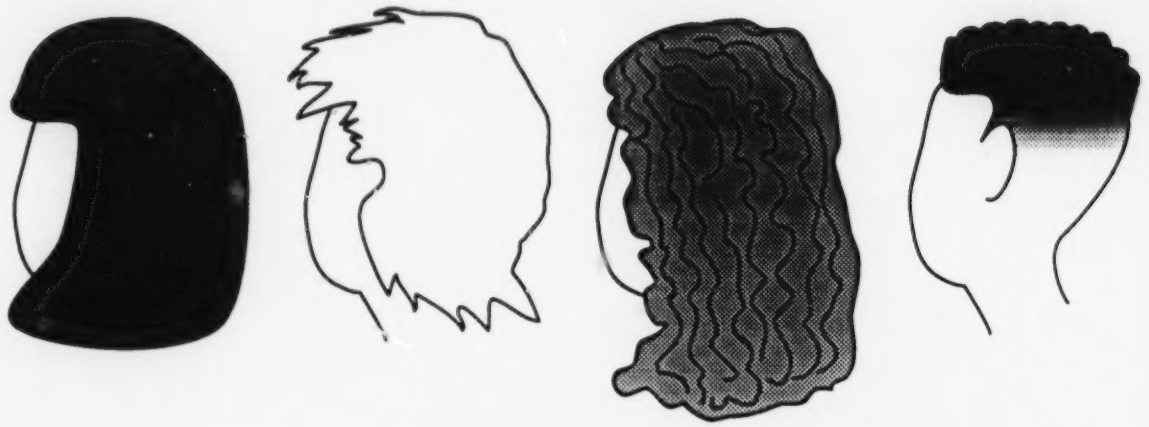
When you sweat, perspiration comes to your skin. The air helps the perspiration evaporate. When evaporation occurs, your skin feels cool to the touch. It cools your whole body down.

Sweat itself doesn't smell. However, when you sweat, especially when you are feeling stressed, in certain parts of your body like your underarms another liquid, *apocrine*, is also secreted. When apocrine combines with the bacteria naturally on your skin, it causes odor.

Tips for Clean Skin

- Wash your face regularly.
- If your face is oily, wash it at least two or three times a day with mild soap and water.
- Bathe and shower regularly. For some people, that's once a day. For others, it might be two or three times a week.
- If you can, bathe or shower after exercise—especially when you sweat.
- Pay special attention to spots that are hard to reach and the spots that get dirty fast.
- If your hair is oily, keep it away from your skin.
- Avoid touching acne except when you're washing.
- Don't squeeze pimples.
- Wear clean clothes.

About Hair



Did you know that your hair is made of dead cells? That's why haircuts don't hurt. Hair is important because it brings oil to the surface of the skin. It also keeps you warm by trapping a layer of air next to the scalp.

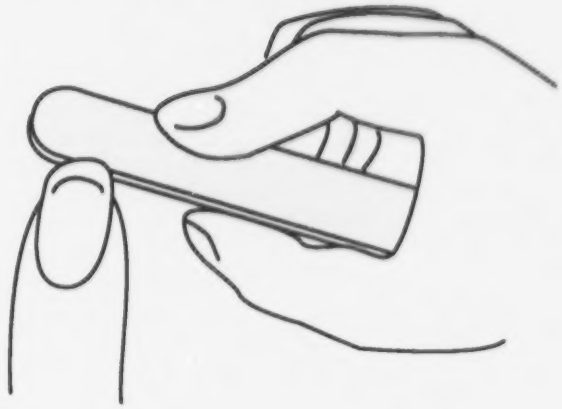
You look best when your hair is clean and cared for. Close your eyes for a moment and picture yourself with dirty hair. Think of two or three words to describe the way you look. Now picture yourself with clean, well-groomed hair. How would you describe yourself now? Most people look better and feel better about themselves when their hair is clean.

Tips for Clean Hair

- Shampoo as often as needed. Some people may need to shampoo once or twice a week. People with oily hair may need to shampoo daily.
- Rinse your hair thoroughly after shampooing to remove all the soap.
- Brush your hair each day. Brushing keeps your scalp clean by loosening and removing dust and dead cells. Brushing also adds shine.
- Wash combs and brushes frequently.

STUDENT

About Nails



Did you know that the part of your fingernail you see and touch is composed of dead cells? New nail cells are constantly forming, and old cells are dying. The new cells, under the skin, push the old cells out to become our fingernails and toenails. Nails are important because they cover and protect the ends of the fingers and toes.

Look at your hands. Imagine that the nails on one hand are very dirty and the nails on the other hand look better?

Most people think they look better with clean nails. Keeping your nails clean prevents dirt and microorganisms (or germs) from collecting under the nails.

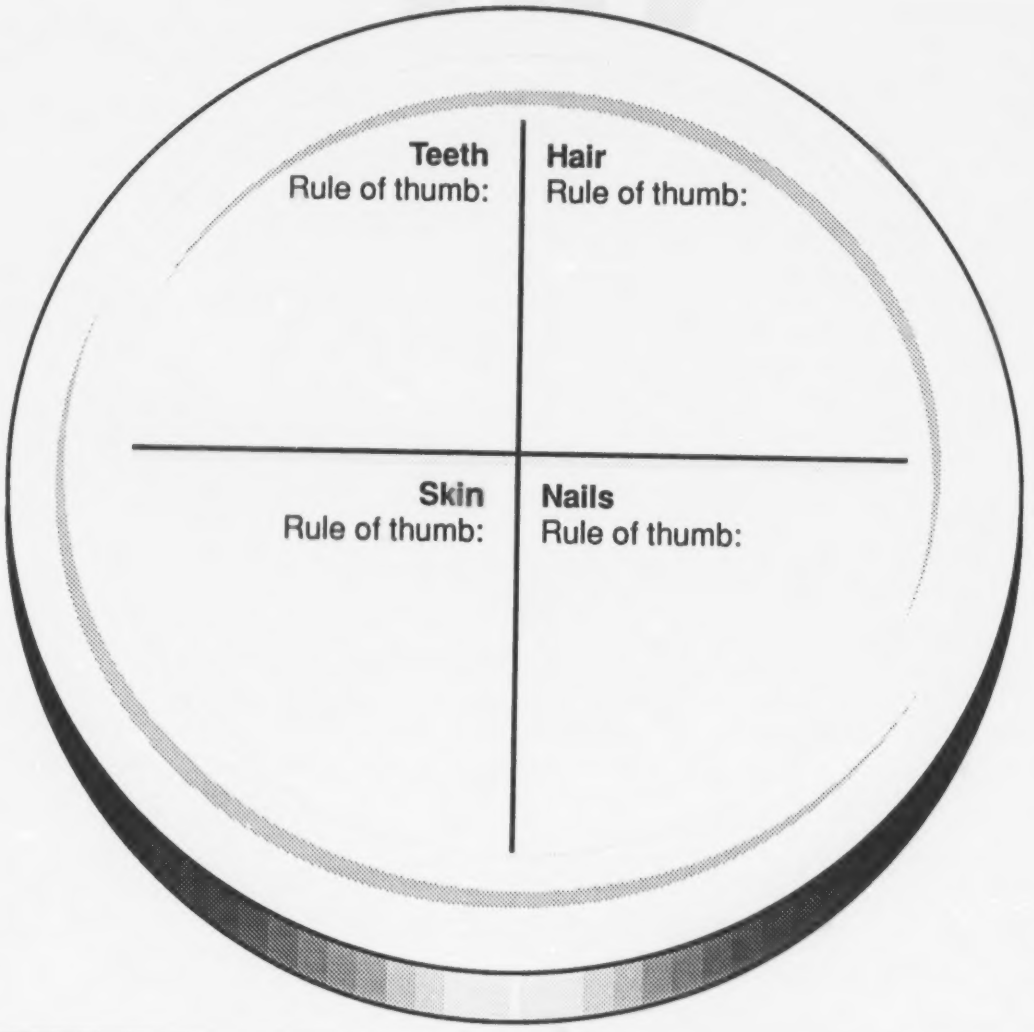
Tips for Nail Care

- Keep nails trim—not too long and not too short.
- Keep nails clean.
- Cut fingernails just over fingertips, following the curve of the finger.
- Cut toenails straight across.

STUDENT

Cleanliness Circle

Directions: Write one rule of thumb in each quarter of the circle to help you remember the most important thing to do to keep that part of your body clean. On the back of the circle, write one cleanliness habit you'd like to change.



LESSON 5

GET PHYSICAL, GET HEALTHY

Objective

Students will be able to describe how three types of fitness activities contribute to good health.

Time

One class period.

Overview

In this lesson, students learn about three types of physical fitness activities (exercises for flexibility, muscle strength and cardiorespiratory endurance) and how each contributes to fitness and health. After a short overview, students participate in three physical activities designed to help them experience the three types of fitness. In small groups, students complete a worksheet classifying physical activities according to how they keep the body fit.

Note: Additional exercises for each element of fitness are described and illustrated in *Entering Adulthood: Moving into Fitness* (1991), also available from ETR Associates/Network Publications.

Instructional Strategies

Cooperative learning groups, roleplays, teacher lecture, worksheets.

Teacher Materials and Preparation

HAVE:

- ✓ **Circles of Health** transparency (from Lesson 2).
- ✓ Stopwatch or clock with a second hand.
- ✓ Overhead projector.

COPY:

- ✓ **How to Stretch** worksheet, one for each student.
- ✓ **Build Stronger Muscles** worksheet, one for each student.
- ✓ **Take Your Pulse** worksheet, one for each student.
- ✓ **Exercise Keeps Me Fit** worksheet, one for each student.
- ✓ **Fitness Circle** worksheet, one for each student.

PREPARE:

- ✓ The names of four athletes with whom students are familiar to use in the lesson. Select a runner; a baseball, basketball or football player; a body builder; and a dancer or acrobat. Choose two women and two men.

MAKE:

- ✓ Transparency of **Fitness and Health**.

Procedure

■ Begin the class by briefly reviewing the role of nutrition, sleep and cleanliness in good health. Explain that today's lesson deals with another important physical health factor.

■ To introduce today's topic, name four athletes students know. Ask students what these four people have in common. (Physical activity is an important part of their lives.) Using the **Circles of Health** transparency, point out the exercise/physical activity circle. Explain that exercise and physical activity mean about the same thing; both play an important role in staying healthy and being fit.

■ Ask students why physical activity is important for good health. Accept all reasonable responses. Use the **Fitness and Health** transparency to extend and summarize this discussion. Points you

may want to make include:

- Physical activity increases the size, strength and efficiency of the heart. When your heart is more efficient, it pumps more blood each beat, so it doesn't have to beat as often. When it doesn't beat as often, it has time to rest between beats.
- Physical activity helps build stronger muscles, bones, lungs and blood vessels.
- Physical activity increases the amount of muscle you have and decreases the amount of fat.
- Physical activity helps you stay at a healthy weight.
- Physical activity seems to make you more energetic.
- Physical activity is fun.

■ Write the word FLEXIBILITY on the chalkboard. Ask students what they think flexibility exercises are (exercises that help the body bend and move in different ways). Ask students to show you what the opposite of flexibility looks like (rigidness; stiffness).

Tell students that stretching helps increase flexibility. Emphasize that it's important to stretch before beginning any physical activity. Stretching helps muscles get ready for more vigorous activity. But tell students it's important to stretch correctly.

Distribute the **How to Stretch** worksheet. Review the guidelines for stretching. Have students do the stretches while you read the directions to them and time them. When stretches call for a hold, have students hold the stretch for ten to twenty seconds.

Then review the benefits and activities listed on the worksheet.

■ Write the words MUSCLE STRENGTH on the board. Ask students what someone with muscle strength can do. Ask a volunteer to come up to the front of the room and roleplay a person who has no muscle strength (someone who is unable to push, pull, lift, carry or even stand up).

Tell students that strong muscles are an important part of being fit. Strong muscles help support the body. They also help us move. Strong muscles help us pull, push, lift and carry things.

Distribute the **Build Stronger Muscles** worksheet. Have students do one of the activities. When they've completed the activity, ask students if they noticed which muscles were exercised by the activity. Review the benefits and activities listed on the worksheet.

■ Write the words CARDIORESPIRATORY ENDURANCE on the chalkboard. Ask students what they think the words mean. You may wish to write the following on the board:

cardio + respiratory = cardiorespiratory
heart + lungs = of the heart and lungs

Cardiorespiratory endurance is the ability to work and play vigorously for a long period of time without becoming exhausted. Cardiorespiratory endurance activities are frequently referred to as aerobic activities.

Distribute the **Take Your Pulse** worksheet. Explain to students that they will be taking their pulses. The pulse measures the number of times the heart beats each minute. Ask students how many times a minute they think their hearts beat. Have them write their guesses on the worksheet.

Have students find their pulses. (The easiest place to find your pulse is on your wrist or on the neck just under the jaw.) Caution students not to use the thumb to measure the pulse, as the thumb has its own pulse. Using a stopwatch or a clock with a second hand, time students for ten seconds. Have them multiply this number by six to determine their standing pulse rates. Tell students to write this number in the appropriate spot on the worksheet.

■ Tell students they are going to find out what physical activity does to their pulse rates. Before beginning the activity, have students guess what their pulse rates will be after the exercise and write their guesses on the appropriate line of the worksheet.

Have students do an aerobic activity for three to five minutes. You might have them run in place, walk around the room or, if time allows, walk around the school or an inside track. Tell students that it's important to take the pulse *immediately* after they stop doing the activity to get an accurate reading.

As soon as students have done the activity, time them for ten seconds while they take their pulses. Tell students to multiply this number by six to determine the pulse rate after exercise. Then have them write the number on the appropriate line on the worksheet.

Ask students if their pulse rates went up and why they think that happened. Answers may include: The heart is working harder, pumping more blood to bring more oxygen to the working muscles.

Review the benefits and activities listed on the worksheet.

■ Distribute the **Exercise Keeps Me Fit** worksheet. Divide students into small groups of three to five and have them complete the worksheet. Tell students that some activities may fit into more than one category.

Emphasize to students that all three types of physical activity are important for health. No one type is more important than the others. Tell students to keep this worksheet to use during the next two lessons.

■ Distribute the **Fitness Circle** worksheet. Tell students to write the name of one of the three types of physical activity in each section of the circle. For each type of activity, have students draw in the appropriate section of the circle a picture of one of the ways that activity helps us stay healthy.

Evaluation

Assess student responses on the **Fitness Circle** worksheet to evaluate their understanding of the three types of fitness and the way each type of activity contributes to health.

Follow-Up/ Extension

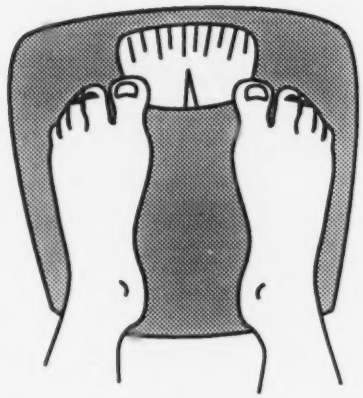
For more advanced students, ask your physical education teacher or a coach to explain more about the difference between aerobic and anaerobic activities. Also have the individual explain the roles of frequency, intensity and duration in helping to strengthen the heart muscle.

To reinforce the concepts of this lesson, work with your physical education teacher. Ask him or her to tell students which type of fitness different exercises or activities contribute to. For example, when students do push-ups, the teacher could identify it as an activity to build muscle strength in the arms.

If physical fitness testing is conducted in your school, discuss the tests in terms of the types of fitness they measure. With the help of your physical education teacher, provide students with suggestions for activities they could practice to improve their flexibility, muscle strength and cardiorespiratory endurance to improve their fitness scores.

TEACHER

Fitness and Health



STUDENT

How to Stretch

Directions: Read the *Guidelines for Stretching* and the instructions for each stretch. Then practice each stretch while your teacher times you.

Guidelines for Stretching
When you stretch, remember:
- Move slowly. Don't be in a rush.
- Move smoothly. Don't bounce.
- If it hurts, **stop**. Stretches are not supposed to hurt.
- When directions say to hold a stretch, hold it for ten to twenty seconds.

Chest Stretch
Clasp your hands behind your head. Now move your elbows back slowly. Feel the stretch in your shoulder blades. Repeat.

Clasp your hands behind your lower back. Raise your hands along your back until you feel the stretch in your arms, shoulders and chest. Raise your hands as high as possible. Hold. Repeat.

Benefits
Exercises for flexibility:
- help you perform some activities better
- help prevent injuries to muscles and joints

Activities
- gymnastics
- yoga
- stretching
- tumbling
- tai chi

Neck Stretch
Relax your shoulders. Lower your head to the right side so your ear is near your shoulder. Hold.

Slowly roll your head down so that your chin is touching your chest. Hold.

Lift your head. Now lower your head to the left so that your ear is near your shoulder. Hold.

Slowly roll your head down so your chin is touching your chest again. Hold.

STUDENT

Build Stronger Muscles

Directions: Read the following exercises for building stronger muscles. Perform the activity your teacher suggests and notice how it feels.

For Strong Stomach Muscles
Twirl a hula hoop.

Do sit-ups or curl-ups.

For Strong Arm Muscles
Put your arms out to the sides and make small circles forward and backward while holding a book or a light weight (like a can of vegetables or soup).

Do push-ups or chin-ups.

Arm wrestle.

Play on the horizontal ladders at the playground.

Be part of a tug-of-war.

Benefits
Strong muscles:
- ➡ support the body and help the body move
- ➡ are necessary for lifting, pulling, pushing and carrying things

Activities
- ➡ Riding a bike and twirling a hula hoop can build abdominal muscles.
- ➡ Volleyball, tennis, push-ups, chin-ups and playing tug-of-war can increase arm strength.
- ➡ Biking and skating can strengthen legs.

STUDENT

Take Your Pulse

Directions: Read the directions for taking your pulse. Write your guesses and your actual pulse rates before and after exercise in the blanks.

Take Your Pulse

- Place two fingers against your wrist or neck.
- Count how many beats you feel in ten seconds.
- Multiply that number by six to find out how many times your heart beats in one minute. This is your pulse.

Before Exercise (Standing or Resting Pulse Rate)

My guess: ☐ beats per minute

My actual pulse: ☐ beats per minute

After Exercise

My guess: ☐ beats per minute

My actual pulse: ☐ beats per minute

Benefits

Cardiorespiratory endurance activities:

- build a stronger heart, blood vessels and lungs
- build up the body so you can be active for a long period of time without getting too tired

Activities

- running
- walking
- cross-country skiing
- swimming
- bicycle riding

STUDENT

Exercise Keeps Me Fit

Directions: Look at the following list of physical activities. With your group, decide how each activity helps you become fit. Write the name of each activity in the correct column. (*Note:* Some activities may fit in more than one column.)

ballet
bike riding
chin ups
cross-country skiing
diving
jogging
parallel bars
push ups
roller skating
sit ups
tumbling
stretching
swimming
tag
tennis
tug-of-war
twirling a hula hoop
walking
yoga

Flexibility	***Muscle Strength***	***Cardiorespiratory Endurance***
➡ *helps you perform certain activities* ➡ *prevents injuries to muscles and joints*	➡ *supports body; helps you move* ➡ *needed to lift, pull, carry and push*	➡ *builds a stronger heart, lungs and blood vessels* ➡ *builds up body so you can be active longer without getting tired*

STUDENT

Fitness Circle

Directions: Write the name of one of the three different types of physical fitness in each section of the circle. Then draw a picture in each section of one of the ways that fitness activity helps you stay healthy.

LESSON 6

THE ROAD TO FITNESS

Objective

Students will be able to evaluate personal plans for fitness.

Time

One class period.

Overview

As a class, students brainstorm physical activities that they enjoy and classify these activities according to one of the three types of physical fitness. They then answer questions on a worksheet to help them develop a plan for being active during the next week. Working in small groups, students develop solutions to problems that may make it hard to exercise at times.

Instructional Strategies

Brainstorming, class discussion, cooperative learning groups, worksheets.

Teacher Materials and Preparation

HAVE:

✓ **Exercise Keeps Me Fit** worksheets (from Lesson 5).

COPY:

✓ **Activity Plan** worksheet, one for each student.
✓ **What If...?** worksheet, one for each student.
✓ **Activity Log** worksheet, one for each student.

MAKE:

✓ Transparency of **About Activity**.

Procedure

■ Begin the lesson with a quick review of the three aspects of physical fitness—flexibility, muscle strength and cardiorespiratory endurance. Have students brainstorm physical activities they like to do. Write the list on the board.

Help students classify the activities according to how they help you become more fit. Write *F* next to activities that build flexibility. Place an *S* next to those that build muscle strength. Write *CRE* next to those that build cardiorespiratory endurance.

Ask students to add any new activities to the list on the **Exercise Keeps Me Fit** worksheet from Lesson 5.

Be sure students understand the distinction between being busy and being active. Being busy includes things like talking on the telephone, shopping, cleaning your room. Being active includes activities like walking, swimming and bike riding. During activity you move many muscles vigorously.

After completing this review, explain to students that today they're going to make a plan to help them get enough physical activity to stay healthy. Suggest that they can use some of the activities listed on the worksheet.

■ Tell students that setting goals is important. When we set a goal and make a plan to reach that goal, we help ourselves get what we want. Remind them that getting exercise is an important part of staying healthy. Tell students that today they will have a chance to set a goal for physical activity.

■ Distribute the **Activity Plan** worksheet. Using the **About Activity** transparency, introduce each question on the worksheet, one at a time, and talk students through the handout.

Show students the *Why* section of the transparency. (Keep the rest of the transparency covered with a sheet of paper.) Read Question 1 (Why do you want to be physically active?) to students. Ask for volunteers to share their responses with the group.

Ask students why it's important to have a reason for wanting to be active. Responses may include:

- If you don't know the benefit to be gained by doing something, you probably won't do it.
- When you feel discouraged or tired, remembering your reason may encourage you to do the activity.

Ask students to recall how many days last week they were active and for how long they were active. Have them jot down this information. Then show students the *How Much* section of the transparency. The left side of the continuum represents no exercise. The middle represents the minimum amount of active play or exercise students need each week to stay healthy—ten to twenty minutes, three times a week. The right side represents what may be the optimal amount of exercise—up to 30 minutes, six or seven days a week.

Suggest that students should increase their activity level a little at a time. For example, if you're not exercising at all, don't jump into exercising an hour a day seven days a week. Try fifteen minutes three or four times a week. Allow students time to answer Question 2 (How much exercise will you do?) on the worksheet.

Show students the *What* section of the transparency. Let students know that for Question 3 (What activity will you do?) they don't have to do the same type of activity every day. And they don't have to do each type of activity every day. But in the course of a week, they should try to do at least one of each type of fitness activity.

Allow students several minutes to complete this portion of the worksheet. Suggest that students use the list from the **Exercise Keeps Me Fit** worksheet for ideas. Ask students to circle at least three activities (one from each column) that they plan to do next week.

■ Ask students if they ever had plans to go out and bike ride or play and something happened so they couldn't go? What kinds of things happened? Explain that this is very common. Even though we know exercise is very important to help us stay healthy and fit, other things are often considered more important.

Divide class into small groups. Distribute the **What If...?** worksheet. Explain that this worksheet will help students figure out how to get exercise even when other things get in the way. Have students work with their groups to answer each question.

In a class discussion of the worksheet, you may want to point out the following:

- Walking and biking are good ways to get physical activity. If you walk or bike to and from school, you can get much of the physical activity you need.
- You can walk or bike to many places where you now are driven. What are some of those places? (library, grocery store, post office, friend's house)
- Even a ten-minute walk or bike ride can help improve fitness.
- Besides helping you get the exercise you need to stay healthy, walking and biking have the extra benefit of being good for the environment. By not riding in a car, you don't add pollution to the air.
- Your family can be active with you. If your parents don't want you to be out alone after dark, ask them to go for a walk or a bike ride with you. If you have an indoor pool close by, see if your family will come swimming with you. When your family exercises with you, it will help all of you stay healthy.
- Not everyone is good at all sports, but usually everyone is good at something. If you haven't found a sport you're good at, try something new. Take a class to learn a new type of exercise or game. Eventually, you'll find an activity that you're good at and that you like.

■ Distribute the **Activity Log** worksheet. Have students write the date and their goal from the **Activity Plan** worksheet under Week 1. Under each box, have students write a day of the week starting with today. Explain that each time they do any activity, they should write in the box for that day the length of time they exercised. Next week they'll take a look at how well they did at reaching their goals.

Note: Each week for the next three to four weeks, plan for approximately ten minutes of class time for students to evaluate

whether they've met last week's goals, discuss anything they've discovered in the process and set a new goal for the next week.

Evaluation

Look at each student's plan on the **Activity Plan** worksheet. Check to see if the plan is measurable and achievable. Also check to see that it includes at least twenty minutes of activity three times a week.

Note: If students are currently doing little or no exercise, then it may take few weeks for them to work up to twenty minutes of activity three times a week.

Follow-Up/ Extension

Ask students to design floor plans for a dream health club, or let them draw a map of their dream fitness resort. Their floor plans/ maps should indicate:

- what activities will be offered
- areas for activities that help build flexibility, muscle strength and cardiorespiratory endurance
- how much floor space or land will be devoted to each activity

Have students select exercise partners. Partners can actually complete their physical activity plans together, or they can provide support for one another, e.g., each day students check in with their partners and report how they're doing on accomplishing their exercise goals for the week.

STUDENT

Activity Plan

Directions: Answer the following questions.

1. Why do you want to be physically active? (Check the answer that is most important to you.)
   - ☐ I want to develop strength.
   - ☐ I want to be better at sports.
   - ☐ Physical activity is fun.
   - ☐ I feel good when I'm active.
   - ☐ Another reason:

2. How much exercise will you do?

   How many days next week do you want to be active? ☐

   How long will you exercise each day? ☐

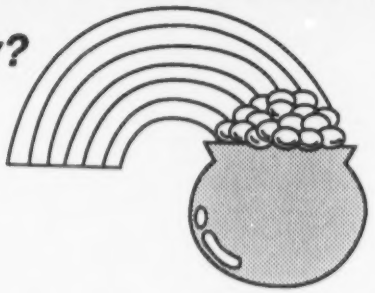
3. What activity or activities will you do?
   Your activity can be the same or different each time you exercise. But during the week, you should include all three types of activities—flexibility, muscle strength and cardiorespiratory endurance. In the space below, list one or more activities you'd be willing to do for each type of fitness.

Flexibility	Muscle Strength	Cardiorespiratory Endurance
1.	1.	1.
2.	2.	2.
3.	3.	3.

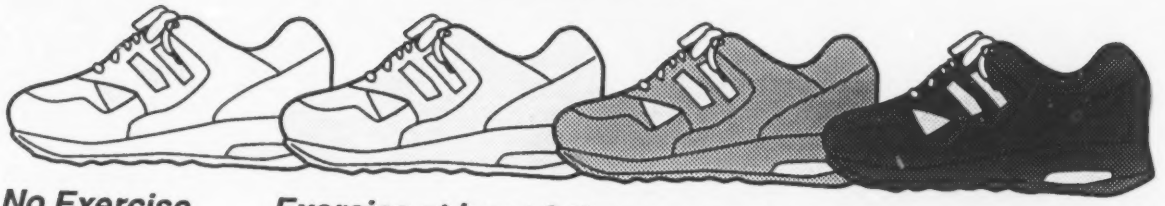
TEACHER

About Activity

Why?



How Much?



No Exercise

Exercise at least 3 times a week

Exercise Every Day

What?

Flexibility

Strength

Endurance

STUDENT

What If...?

Directions: Sometimes things come up that make it hard to get the exercise you need. With your group, come up with at least two solutions to every problem.

Problem 1: You have at least four hours of homework tonight. What can you do to get exercise?
Solutions:

Problem 2: When you come home, your parents are still at work. They do not want you to play outside when they're not around. What can you do to get exercise?
Solutions:

Problem 3: You don't have any money for things like bowling or buying a pair of skis. What can you do to get exercise?
Solutions:

Problem 4: In the summer you like to swim and bike ride with your friends. What can you do to get exercise when it rains or snows?
Solutions:

Problem 5: You are not very good at sports like football or soccer. What can you do to get exercise?
Solutions:

STUDENT

Activity Log

Directions: For Week 1, write today's date and your goal for physical activity this week. Starting with today, write the days of the week, in order, under each box. Each time you do an activity this week, write in the box for that day the amount of time you exercised.

At the end of Week 1, answer the questions about your goal for the week. Then fill in your plan for Week 2. Repeat this pattern each week for the next four weeks.

Week 1: _____
(date)

This week my goal is to be active for ____ minutes on ____ days.

The exercises I plan to do are:

End of Week 1: Did you meet your goal? Yes ☐ No ☐

What do you want to remember to help you meet next week's goal:

Week 2: _____
(date)

This week my goal is to be active for ____ minutes on ____ days.

The exercises I plan to do are:

STUDENT

End of Week 2: Did you meet your goal? Yes ☐ No ☐
What do you want to remember to help you meet next week's goal:

Week 3: _____
(date)

This week my goal is to be active for ____ minutes on ____ days.
The exercises I plan to do are:

End of Week 3: Did you meet your goal? Yes ☐ No ☐
What do you want to remember to help you meet next week's goal:

Week 4: _____
(date)

This week my goal is to be active for ____ minutes on ____ days.
The exercises I plan to do are:

End of Week 4: Did you meet your goal? Yes ☐ No ☐
What do you want to remember to help you meet next week's goal:

LESSON 7

FIT FOR FUN

Objectives

Students will be able to list ideas for having fun while being physically active and getting fit.

Students will be able to evaluate suggestions for physical activity in terms of safety, convenience, cost and effectiveness in promoting fitness.

Time

One or two class periods.

Overview

After evaluating their progress on reaching the goals set in Lesson 6, students read a worksheet on the Olympic Games. The worksheet sets the stage for today's lesson: inviting students to choose records for physical activity that they want to work on. In small groups, students generate ideas for records they or their classmates might set. The small groups exchange lists and evaluate each others' ideas to see if they meet four criteria. Each student then chooses an activity to work on setting a record in.

Instructional Strategies

Brainstorming, class discussion, cooperative learning groups, creative expression, worksheets.

Teacher Materials and Preparation

HAVE:

✓ *Guinness Book of World Records* (optional).

COPY:

✓ **The Olympic Games** worksheet, one for each student.
✓ **Records Are Made...** worksheet, one for each student.
✓ **...To Be Broken** worksheet, one for each student.
✓ **Go for the Gold** worksheet, one for each student.

MAKE:

✓ Transparency of **The Olympic Creed**.

PREPARE:

✓ A personal record for physical activity that you would like to work on (e.g., seeing how many miles you can walk in a week or month or seeing how many consecutive times you can skip rope). Begin working on your record before teaching this lesson, and share your results with students during the lesson (optional).

REVIEW:

✓ **Class Record *Sample*** (optional).

Procedure

■ Before introducing today's lesson, spend time reviewing what students have learned about physical activity in the past two lessons. Key points include:

- Physical activity plays a key role in good health. It strengthens the heart, muscles, bones, lungs and blood vessels.
- Physical activity increases muscle mass, decreases fat and helps the body stay at a healthy weight.
- Physical activity seems to make you more energetic.
- Most physical activities fall into one of three categories: flexibility, muscle strength or cardiorespiratory endurance activities.

- To stay fit, students need to be active at least three times a week for twenty minutes a day.

■ Have students take out the **Activity Plan** worksheet completed in Lesson 6. Spend a few minutes discussing questions like:

- Did you try a new activity? What was it? Would you do it again? Why or why not?
- Is it easier to be active on some days rather than others? Why?
- What kind of things have you run across that have gotten in the way of exercising? Have you been able to overcome these obstacles? How?

If a week has passed since students started keeping track of physical activity, have them complete the *End of Week 1* questions on the worksheet and set a new goal for Week 2.

■ Tell students that today they will learn about some famous sports and physical activity records that people have set. Everyone in the class will get the chance to select a record they want to work on.

Write the word OLYMPICS on the chalkboard. Ask several students to share something they know about the Olympics. Distribute a copy of **The Olympic Games** worksheet to each student. Ask students to read the information individually or as a class.

■ Distribute the **Records Are Made...** worksheet. Tell students that since the early years of the modern Olympics, athletes have improved in performance. Year after year, athletes run faster, jump higher and throw things farther than athletes in the past. Tell students to make a guess about each of the listed records. When students have completed the worksheet, share the correct answers with them from the **Records Are Made...*Key***.

Explain that many times in the past, experts declared that certain records for running or swimming or jumping were unbeatable. However, the amazing thing is, time after time, records that were thought to be unbeatable end up being broken by someone who is faster, stronger or more flexible. In fact, one of the most exciting things about the Olympic Games is that new world records are frequently set there.

Ask students to speculate about what makes it possible for athletes

to improve their performance. Answers may include: training, nutrition, being physically fit, getting enough rest, etc. Help students generalize that the habits that are important for good health are the same ones that top-performing athletes need to stay at their peak.

Note that perhaps someone in this room or this school may participate in the Olympics one day. The Olympic Games are one of the most respected places where athletic records are set. However, they are not the only place.

■ After identifying the source, read the following records for physical activity taken from the *1987 Guinness Book of World Records.*

Note: The information in parentheses is for your information.

Optional: Have a copy of the *Guinness Book of World Records* in the classroom for students to read independently.

- The record for the longest continuous voluntary crawl is 27 miles. (Chris Lock at Bristol, England, August 18-19, 1987)
- The longest recorded hopscotch marathon is 101 hours, 15 minutes. (Mark Harrison and Tony Lamn at Leister, England, September 30-October 4, 1985)
- Ashrita Furman made 3,303 jumps on a pogo stick in 8 1/2 feet of water. This took 3 hours and 20 minutes. With each jump he came above the water and breathed through a mask and snorkel. (March 14, 1986)
- The longest recorded continuous roller skating marathon lasted 344 hours, 18 minutes. (Isamu Furugen in Okinawa, Japan, December 11-27, 1983)
- The record for climbing 100 stories of stairs is 11 minutes, 23.8 seconds. (Dennis Matz in Detroit on June 26, 1978)
- The record for the most jump rope turns in one minute is 418. (Tyrone Krohn, Middletown, New York, July 10, 1984)
- Paul Lynch did 25,573 push-ups in 24 hours. (England, July 18, 1985)

Explain that today students are going to come up with ideas for physical activity records they could work on setting. The records they will work on might never be listed in the *Guinness Book of World Records.* However, they will be something students can work on for their own satisfaction. Working to set a record for physical activity can be a lot of fun and can help people stay motivated to be active.

■ Distribute the **...To Be Broken** worksheet. Read the directions with students. Review the four guidelines:

1. Is it safe?
2. Can it be done at (or near) home or school?
3. Is it free or does it cost very little?
4. Does it include an activity that builds flexibility, muscle strength or cardiorespiratory endurance?

For each guideline, ask students to provide you with an example of something that would meet the guideline and an example that would not meet the guideline. For example: A record that meets Guideline 1 might be seeing how many continuous laps you could swim in the pool. A record that does not meet Guideline 1 might be seeing how many times you could jump from the roof of your house to a neighbor's roof.

As a class, generate two or three ideas for records students might work on. Evaluate the ideas using the four criteria on the worksheet. When students understand the directions, divide the class into cooperative work groups of four or five students.

Tell students to work with their groups to generate more ideas for records they could set. When groups have generated at least six to eight ideas, ask them to select their three best ideas and write them on a separate sheet of paper. Collect the papers.

Redistribute the papers so that each group gets another group's best ideas. Tell groups to evaluate these three ideas according to the criteria on the worksheet. Tell them to give each idea one point for each of the criteria it meets. (Top score is four points.)

Then have groups report on the three activities they evaluated and explain the score they awarded to each. If any score is less than four, have the group explain why it gave the activity that score. Allow the team that generated the idea to clarify any misunderstandings. Write all the best ideas that meet all four criteria on the chalkboard.

■ Distribute the **Go for the Gold** worksheet. Ask students to select a record that they really want to work on. They should pick a record that relates to a physical activity they like to do. If there is no record on the chalkboard that appeals to them, students can create one of their own, as long as it meets the four criteria.

Explain that students will not be competing against one another to set records. Rather, they will be competing against themselves. Each time they do their activity, they'll see if they can go farther or faster than they did last time.

Remind students that working on setting a record can be part of the overall physical activity goal discussed in Lesson 6. In some cases, students might spend their whole exercise period trying to improve their record.

Have students write the record they want to work on on the worksheet. Ask each student to share with the class the record he or she wants to set. Share the physical activity record you're working on and your results so far. Set a time for students to report the results of their record-setting activities.

Note: In some schools, students might work on setting their records during a physical education class or recess break. If this is possible, pair students up. Have partners help each other track their progress.

■ Show students the transparency of **The Olympic Creed** and read it to them. Ask them what the creed has to do with the exercise records they are working on. Emphasize that even though we're not all great athletes, everyone needs exercise to stay healthy. By participating in a physical activity, we not only improve our skills, we also improve our fitness.

Remind students that fitness is one of the four factors that help us achieve and maintain good health. Ask students how the other factors they've studied during this unit—nutrition, rest and cleanliness—might affect athletic performance. Lead students to conclude that good health habits in each of the four areas can help us to feel and perform our best. Help students conclude that the real gold in the gold medal is *health*.

Evaluation

Evaluate students' work with their groups and group reports for the ability to evaluate physical activities for fun and fitness.

Follow-Up/ Extension

Make time in future classes for students to report physical activity records they've achieved. Acknowledge any records students have set and the effort expended.

Develop a class book that summarizes the records students have set as a result of this lesson. Each student should have at least one page in this book.

Have students work in small groups to research a game or sport from another country (e.g., Malaysia or Peru), from another culture (e.g., Native Americans) or from another time period (e.g., colonial America). Have each group either explain, demonstrate or teach the rest of the class how to play the game. Ask students to compare and contrast the game they researched with other games they currently play. Have each group submit a one-page written report that can be combined with other reports to make a class book.

Have students invent an original game, activity or dance. They can work in small groups, with a partner or individually to accomplish this assignment. Allow time for students to demonstrate or teach their activity to the rest of the class.

Explain to students that in addition to regular exercise, part of being fit is being more active all day long. For example, you can walk instead of ride, or you can take the stairs instead of taking the elevator. Ask students to brainstorm ways they can be more active in their everyday lives.

Set a class record. Work with the entire group to generate ideas for a physical activity record the class could set. The activity should meet the four criteria outlined earlier, and all students should participate in achieving the record. See **Class Record *Sample*** for ideas.

STUDENT

The Olympic Games

Every four years since 1896 (except during wartime in 1916, 1940 and 1944), athletes from throughout the world have gathered to play in the Olympic Games.

Did You Know?

- The Olympics actually began in Greece about 3,000 years ago. They were held near the town of Olympus.
- The Greeks celebrated this athletic festival every four years from 776 B.C. to A.D. 394.
- The early Olympics were very simple. They probably had only one 200-yard race. As time went by, more games and events were added to the Olympics.
- To the Greeks, the games were a symbol of peace. All wars were stopped until the Olympic Games were through.
- The Olympics were outlawed by a Roman emperor in A.D. 394. For 1,500 years, there were no Olympics.
- The modern Olympics began in 1896. That year nine countries sent athletes. Today, more than 100 countries compete in the Olympics.
- In the early days of the modern Olympics, there was no official U.S. team. Colleges and athletic clubs sent their best athletes to the games. Other athletes just entered the games on their own.
- In 1904, a mailman from Cuba decided he wanted to run in the Olympic marathon even though he was not an athlete. He begged money to get from Havana to St. Louis. When he got there, he ran the race in regular street shoes and clothes. He finished fourth. According to the stories, if he hadn't stopped to eat crab apples in the middle of the race and gotten a stomachache, he might have won.
- In the early days of the modern Olympics, women were not allowed to compete. But women protested, and slowly they were allowed to participate in more and more events.
- The Summer Olympics have been held in the United States three times—once in St. Louis (1904) and twice in Los Angeles (1932 and 1984). The 1996 Summer Olympics will be held in Atlanta.
- The Winter Olympics began in 1924.

STUDENT

Records Are Made...

Directions: Five Olympic events are listed below, along with the scores of the gold-medal winners in years past. Can you guess what the winning records were for the gold-medal winners in the 1988 Olympics? Write your guess in the space provided.

1500-Meter Run (Men)

1896: 4 minutes 33.2 seconds

1988: _____

High Jump (Men)

1896: 5 feet 11 1/4 inches

1988: _____

Discus Throw (Men)

1896: 95 feet 7 1/2 inches

1988: _____

100-Meter Freestyle Swim (Women)

1912: 1 minute 22.2 seconds

1988: _____

Javelin Throw (Women)

1932: 143 feet 4 inches

1988: _____

STUDENT

...To Be Broken

Working on setting a record for a sport or physical activity is a great idea to help you stay active, and it can be lots of fun.

Your job is to come up with several ideas for records you might enjoy working on. However, each idea for a record to set must include four things:

- The activity must be safe.
- The activity must be able to be done at (or near) home or school.
- The activity must be free or cost very little.
- The activity must build flexibility, muscle strength or cardiorespiratory endurance.

Here are some ideas. You can set the record for:

- the longest game of tag in the history of your playground
- the most consecutive cartwheels
- the shortest time to hop across the schoolyard on one foot
- the most push-ups in two minutes

Now it's your turn. With your group, come up with as many ideas as you can for records you might want to set. Use more paper if you need it. Good luck!

TEACHER

Records Are Made...

Key

Directions: Five Olympic events are listed below, along with the scores of the gold-medal winners in years past. Can you guess what the winning records were for the gold-medal winners in the 1988 Olympics? Write your guess in the space provided.

1500-Meter Run (Men)

1896: 4 minutes 33.2 seconds

1988: ***3 minutes 35.96 seconds***

High Jump (Men)

1896: 5 feet 11 1/4 inches

1988: ***7 feet 9 1/2 inches***

Discus Throw (Men)

1896: 95 feet 7 1/2 inches

1988: ***225 feet 9 1/4 inches***

100-Meter Freestyle Swim (Women)

1912: 1 minute 22.2 seconds

1988: ***54.93 seconds***

Javelin Throw (Women)

1932: 143 feet 4 inches

1988: ***245 feet***

STUDENT

Go for the Gold

Directions: Select a record you want to work on. Write it in the space below.

Each time you work on your record, keep track of your progress. For example, if you're working on doing the most consecutive rope jumps, each time you jump rope, keep track of your score. If you practice several times in one day, just write down your highest score for the day.

Good luck. And remember, have fun!

The record I want to work on is:

My results:

Date	***Score***

TEACHER

The Olympic Creed

The most important
thing in the Olympic Games is not
to win but to take part, just as the most
important thing in life is not the triumph
but the struggle. The essential thing is
not to have conquered but to have
fought well.

Class Record

Sample

Ask students to name four or five places in the United States they'd like to visit (e.g., Statue of Liberty, Disneyland, Grand Canyon, etc.). Find out which destination is most popular. Using an atlas, have students figure out the distance from that location to your school.

Explain that, as a class, students will see if they can walk (or bike or roller skate, etc.) from their school to [*(anywhere in the United States)*]. Of course, they won't literally walk there. But they are going to keep track of how many miles they walk each day. When they come to school in the morning, they'll record the number of miles they walked the day before on the Mileage Chart. By adding together all the miles walked, the class will aim to walk a total of [ ] miles, which is the distance from the school to [*(anywhere in the U.S.)*].

Students may need to solicit assistance from their parents to measure the distance between their home and various spots they could walk to (school, library, park, etc.).

Work with students to establish a method for keeping track of class progress on setting this record.

Upon completion of the project, you might wish to have students write a short news release announcing achievement of their goal and/or the record that was set. This news release can be sent to the school or community newspaper.

About the Author

Mary S. Garzino, MEd, is a professional educator and developer of curricula. She has taught at the elementary school and college graduate level and has worked in the field of curriculum development for more than 12 years, primarily in the area of health and nutrition. She has developed print, computer and audiovisual materials for students and teachers in grades kindergarten through 12.

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Into Adolescence: Fitness, Health and Hygiene

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ABOUT THE BOOK: This seven-lesson curriculum gives middle school students the information, positive attitudes and behavioral skills to improve physical health. Motivated by the desire to look good, feel good and perform well, preadolescents are beginning to make independent health choices. *Into Adolescence: Fitness, Health and Hygiene* provides critical information about nutrition, sleep, cleanliness and exercise and uses an inspiring Olympic theme to help students establish good health habits that will last a lifetime. This classroom-ready curriculum includes everything you need: behavioral objectives, varied teaching strategies, step-by-step procedures, student worksheet masters and evaluation methods. *Into Adolescence: Fitness, Health and Hygiene* helps students:

- learn the basic principles of nutrition
- recognize the importance of adequate sleep
- practice simple hygiene for teeth, skin, hair and nails
- develop an enjoyable, personal fitness plan
- strengthen decision-making and analytical skills.

ABOUT THE SERIES: The Contemporary Health Series covers critical health and family life topics in a sequence of modules with two curricular divisions: INTO ADOLESCENCE for middle school teachers and ENTERING ADULTHOOD for high school teachers. Each of the modules in a division is compatible with the others but may stand alone. Other INTO ADOLESCENCE titles include: *Actions for Wellpower; Avoiding Drugs; Becoming a Health-Wise Consumer; Caring for Our Planet and Our Health; Choosing Abstinence; Communicating Emotions; Enhancing Self-Esteem; Learning About AIDS; Learning About Reproduction and Birth; Living in a Family; Living Without Tobacco; Making and Keeping Friends; A Menu for Good Health; Stopping Violence;* and *A Time of Change.* Student workbooks, which include all the student activity sheets, are available to supplement each unit.

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